Students Come First

One-to-One Mobile Computing Devices

First One-Third of Students Deployment Application

http://www.studentscomefirst.org/

IDAHO STATE DEPARTMENT OF EDUCATION
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Background

One of the goals of Students Come First is to ensure all students have equal access to the best educational opportunities, no matter where they live, by implementing a one-to-one ratio of mobile computing devices to students in grades 9-12 within the next four years. Under Section 33-1627(4), Idaho Code, the State Department of Education (SDE) will contract for the provision of mobile computing devices for students in grades 9-12 and the teachers and principals who serve them. Beginning in 2012, the state will invest in a mobile computing device for every teacher and principal serving grades 9-12. Beginning in 2013, the state will begin to invest in mobile computing devices for students in grades 9-12. The devices will be phased in for students over a three-year period. The State of Idaho will negotiate a contract at the state level for one device to achieve maximum cost savings and efficiency. The contract will be for a managed service, which will include the device as well as the necessary software, technical support, wireless network, maintenance and security.

A one-to-one school is a school that has established a complete one-to-one ratio of total number of mobile computing devices available to the total number of teachers and students in that school. Through this ratio, the school ensures every student and teacher has immediate, reliable access to mobile computing technology and the Internet throughout the school day and that the computing device is mobile so it can move easily from classroom to classroom, as needed.

The following are components of a successful one-to-one school or program:

- School leaders create a shared vision for the entire school based on pedagogical goals and best practices for technology integration and continuous learning.
- Teachers integrate the use of the mobile computing devices into lesson plans and use effective methods to deliver instruction to all students through this technology.
- Students use mobile devices before, during, and after instruction for a majority of learning that takes place during the school day.
- School leaders or educators must have the ability to customize a device or the device's software to meet an individual student's needs.
- Students and teachers have access to the Internet anywhere in the school.
- Teachers use technology to fully engage every student every day in real-world learning opportunities that ensure students understand the connection between schoolwork and future college or career opportunities.
- School leaders conduct relevant, individual, consistent, and systematic professional development frequently throughout the school year.

- District leaders cultivate and develop digital citizenship for their students by adopting standards of appropriate and responsible behavior regarding the use of technology while in school and outside of school.
- District leaders adopt an Acceptable Use Policy that addresses how students, teachers and other staff should utilize technology in the most effective and efficient manner.
- District and building leaders engage parents and families as they work to integrate technology in student learning. This may include but is not limited to hosting family orientations, ensuring parents are represented on technology advisory committees, or providing information via district websites and handbooks.

Idaho's goal of one-to-one is to move beyond using technology to substitute, or augment instructional tools, to redefining the classroom experience to allow for the creation of new practices previously inconceivable.

Under Students Come First, a Technology Task Force was formed and charged, in part, with developing a plan for the provision and support of the one-to-one mobile computing devices. After seven months of studying other states and school districts that have implemented a one-to-one initiative, the Task Force recommended deploying the devices to a third of students each year by school or district, rather than by grade level, to ensure successful implementation statewide. The Task Force recommended the SDE make the final determination on whether the devices should be deployed by school or by district. To view the full, written report of the Technology Task Force, please visit: http://studentscomefirst.org/docs/Technology%20Task%20Force%20Summary%20Report%20-%20Final.pdf.

The Technology Task Force also crafted acceptable use policy guidance for one-to-one, which can be accessed through the following link: http://studentscomefirst.org/docs/One-to-One%20Policy%20Manual%20%28v2%29.pdf

After further deliberation, the SDE has chosen to deploy the mobile computing devices to one-third of schools for three consecutive years until a one-to-one ratio among students in grades 9-12 is reached, while still giving districts the option to implement in all their high schools. In this way, the state is able to give local school districts more flexibility and control over how they deploy devices in their district.

On January 5, 2012, the SDE issued a request for local districts and public charter schools interested in being among the first third of schools to receive student devices to submit letters of interest by February 17, 2012. The SDE received 100 letters representing more than 170

schools and approximately 84 percent of students in grades 9-12. To see the full list of schools and districts that signed up to participate, visit http://www.studentscomefirst.org/mobiledevices.htm and click on the "Letters of Interest" list.

Since the demand far exceeded the one-third of students the state will be able to deploy to beginning in 2013, the SDE has developed a brief application to determine which schools are most ready to benefit and should participate in the first deployment of one-to-one devices for students in 2013. This application is based on research done by the Technology Task Force; input from education stakeholder groups; and *Project RED, The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness*, the large-scale national study of the impact of educational technology.

Award Determination

The first round of schools serving grades 9-12 and representing one-third of high school students to receive one-to-one devices in the 2013-2014 school year will be determined by an application comprised of two parts:

1. A brief narrative, the focus of which is described below.
2. Data currently collected by the SDE and partnering organizations, including:
    - Per-capita student usage of Idaho Digital Learning Academy (IDLA) courses collected by IDLA, and
    - Accuracy of key Idaho System of Educational Excellence (ISEE) data uploads.

Eligible districts or charters will submit the narrative portion of the application to the SDE. The data portion of the application will be generated from data already housed at the SDE and provided by IDLA.

Both portions of the application will be reviewed by a team of raters, consisting of select SDE staff and task force members, being assigned eight to ten applications. Each application will be scored by at least three different assigned reviewers. Final recommendations for deployment will be determined during a meeting of all reviewers. All reviewers are required to attend training on the goals and intent of the competition and using the application scoring rubric to establish inter-rater reliability.

Points will be awarded for each section of the narrative and for the data portion as outlined in the attached rubric.

Award determination will be decided by point total rankings in each of the six regions of the state. The device allocation in each region will be awarded proportional to the number of schools that submitted letters of interest. Below is the framework for the award structure by region:

Region	# of Students	District Max.
1	3,022	1,007
2	1,457	485
3	14,159	4,719
4	3,372	1,124
5	2,878	959
6	4,068	1,356

If a district is selected but represents more than one-third of the high school students in its entire region, the district may choose which schools will be part of the deployment totaling no more than one-third of the students in the region (reference allocation table on pg. 5). If the enrollment of the smallest high school in a selected district exceeds the district maximum allocation, they may choose one school to exceed the district maximum and participate in the first one-third deployment.

Statewide virtual schools will be considered in the region in which their administrative offices are located.

Application Details

Total students to be served in 2013-2014 school year: One-third of 9th-12th grade students statewide (approximately 28,500 students)

Duration of award: Beginning in the 2013-2014 school year and ongoing

Eligibility: School districts or public charter schools that have submitted a letter of interest to be in the first-third

Timeline:

March 23, 2012: Application released

April 4, 2012: Application writing webinar conducted (Register at https://www3.gotomeeting.com/register/299660334)

Week of April 9, 2012: Additional guidance will be provided during the SDE post-legislative tour (Registration and dates available at http://www.sde.idaho.gov/site/postleg/)

April 27, 2012: Applications due by close of business

April 30 – June 4, 2012: Application review process*

Week of June 4, 2012: First-third deployment announced

**The application review process entails a team of raters, consisting of select SDE staff and Technology Task Force members, being assigned 8 to 10 applications. Any Task Force member participating in the review associated with a district that has submitted a narrative will be assigned applications in opposite regions of the state. Additionally, the review will be blind (applicant de-identified). Each application will be scored by an assigned reader, submitted to the SDE, and then final recommendations for deployment will be determined during a face-to-face meeting. All reviewers are required to attend training on the goals and intent of the competition to establish inter-rater reliability.*

Application submission requirements:

Please respond to the narrative questions listed below in a five-page, double-spaced essay using 12-point font and one-inch margins. **Applications exceeding five pages, not double-spaced, or smaller than 12-point font will be disqualified.**

The application must be submitted with a signed assurance page on the front of the narrative.

Please exclude district or building names from the narrative, as the review will be blind. District or building names should only appear on the assurance page.

Applications are due by close of business on April 27, 2012 (no exceptions). Applications must be e-mailed. **No mailed, hand-delivered, or faxed applications will be accepted.**

Submit applications to:

Camille Wells, Coordinator
Students Come First
cwells@sde.idaho.gov

Questions about the application can be directed to:

Matt McCarter, Director
Students Come First
mamccarter@sde.idaho.gov
(208) 332-6961

Assurance Page

District name and number:	Primary contact:
Address:	Phone:
Schools requesting to be considered in deployment:	Email:

Statement of Assurance- the applicant hereby assures the Idaho State Department of Education (SDE) that:

- The district and/or school commits to implementing that which is reflected in the narrative.
- The district and/or school will document program barriers and successes and share these with the SDE.
- The district and/or school will make a good faith effort to participate in SDE activities intended to strengthen and refine the one-to-one mobile computing device program.
- ***All external telecommunication traffic for eligible school buildings are routed over the Idaho Education Network (IEN) connection by January 30, 2013.***
- ***The district-wide area network (WAN), local area network (LAN), and filtering infrastructure from the participating school building to the IEN is adequate to support the anticipated traffic to support one-to-one devices by January 30, 2013.***

Signature of Primary Organizational Representative

*Superintendent Signature: Date:

*School Board Chair Signature: Date:

*Technology Director Signature: Date:

**required field*

Narrative

In a 12-point, double-spaced, five-page essay, describe the school(s) vision and plans for implementing a one-to-one ratio of mobile computing devices to students and teachers by addressing the following:

- Describe student's educational experience once the one-to-one program is fully implemented, including how other technology in the classroom will be integrated
- Describe teacher utilization of devices in classroom instruction, apart from online courses
- Describe how parents and the community will be engaged in one-to-one implementation
- Identify acceptable use policies in place, or planned to be in place to cover the range of device usage (i.e. responsibilities of the user, parental consent, internet use policy, teacher code of conduct, student personalization of the device, cyber bullying, use of device outside of school hours, etc.)
- Describe professional development plans around one-to-one and technology integration
- Describe how technology staff will work in concert with teachers and administrators to accomplish program goals
- Describe plans to include one-to-one integration into teacher evaluations

Data

Access to online digital content and other virtual opportunities not only enrich, but are essential, to a one-to-one learning environment. Readiness to benefit around access to these digital learning opportunities will be measured and points will be awarded based in two areas:

1. Idaho Digital Learning Academy (IDLA) usage per capita, and
2. Idaho System of Educational Excellence (ISEE) data uploads.

Points will be awarded for each area as outlined in the attached rubric.

IDLA usage will be measured by the ratio of IDLA courses being taken to the number of students enrolled in the district or school.

ISEE data uploads will be measured by accurate student-teacher linkages in ISEE as evidenced by the percentage of certificated teachers linked to students and courses in a specified period of time. Accurate student-teacher linkages allow for impact analysis on device usage and educational outcomes. This information is critical to identify best practices and areas for improvement, both of which inform SDE professional development opportunities.

The student-teacher-course linkages will be based on the March 16th ISEE upload and the data in the student course enrollment file of ISEE.